

# An Evaluation of English Textbooks for the Eleventh Grade of SMA N 1 Bantul

Retno Fentari<sup>1</sup>

<sup>1</sup>Universitas Islam Lampung  
Email: [retnofentari@gmail.com](mailto:retnofentari@gmail.com)

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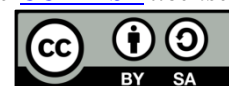
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## ABSTRACT

The objectives of this study are to: (1) find out whether textbooks used for English teaching and learning have fulfilled the criteria of good textbooks and (2) reveal the suitability of the two textbooks with the 2013 curriculum. The research findings showed that there were criteria in English textbooks with the criteria of good textbook according to Cunningsworth. The research also found out that the strengths of “*Bahasa Inggris*” textbook lies in its use of communicative activities at the end of the scientific approach cycle while its apparent weakness lies in its childish form of illustration which is too simple and uninteresting for teenagers. Furthermore, “*Pathway to English*” lies in its material and varied activity, focus on semi free activities and much materials of vocabulary and grammar item while its apparent weakness lies listening skill there are some pronunciation of native speakers is unclear of pronunciation, so confused the learners. And then, the language style is too higher.

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## Corresponding Author:

Retno Fentari  
Universitas Islam Lampung  
Email: [retnofentari@gmail.com](mailto:retnofentari@gmail.com)

## Introduction

Textbooks play an important role in the national education system since it reflects the changes in Indonesian curriculum system. Once a new curriculum is implemented, a number of textbooks are published. In response to this, the government via the Ministry of Education and Culture has made some laws in the form of regulations for designing, using, and evaluating textbooks. The government then publishes a list of textbooks which is considered appropriate to be used in teaching learning process.

It has been widely accepted that a textbooks is an essential component of EFL classroom. Textbook plays a crucial role in language teaching and learning process and is considered to be the second most important factor in the second or foreign language classroom compared to the teacher. Furthermore, textbook is a useful tool in the hands of the teacher. Therefore, researchers are required to evaluate textbooks whether they are in accordance with the criteria of good textbooks and the 2013 Curriculum or not. Besides that, there are some English books for high school class IX, among others are *Bahasa Inggris*, *Pathway to English*, *English*, and *Bahasa dan Sastra Inggris* for the high school level

in English learning is divided into two, namely English peminatan and English wajib. Therefore, the researcher will evaluate textbooks that have been used by teachers and students of SMA N 1 Bantul.

Based on the researchers, the textbook plays a crucial role in language teaching and learning process and is considered to be the second most important factor in the second or foreign language classroom compared to the teacher. Furthermore, textbook is a useful tool in the hands of the teacher. Therefore, researchers are required to evaluate textbooks whether they are in accordance with the criteria of good textbooks and the 2013 Curriculum or not. The evaluation to provide the research questions: (1) Do the English textbooks fulfill the criteria of good textbooks?, and (2) How is the suitability of the two textbooks with the 2013 curriculum?.

## Theoretical Review

### 1. English Language Teaching

Language is an important aspect of human life. Through the language someone interacts with each other. In other word, language is a resource for social life. According to Douglas that language is used for communication and acquired by all people in much the same way; language and language learning both have universal characteristics. Then, in this era globalization, English is one of the most widespread languages and main of the language among other languages in international relations.

Therefore, in the several of educational institutions, English is the most important part in the curriculum. Consequently, English is taught from the elementary school up to college, with the aims to provide students skills such as listening, writing, reading, and speaking, it cannot be separated from the effective and efficient in language learning process. One important that must be

done in the process of language learning is: the process of interaction between students.

### 2. Evaluation

Evaluation necessarily involves value judgments on the part of these involved such value judgments will inevitably be subjective to some extent and will reflect the views and priorities of those making them. They will tend to be based on a number of factors, including the following; learner and teacher expectations; methodological preferences; the perceived needs of the learners; syllabus requirements; and personal preferences (Cunningsworth, 1995:9).

Evaluation is also seen as “an activity of gathering information to be used in making educational decisions” (Genesee and Upshur, 1999:140). There are three components of the evaluation process. The first one is the collection of information, bearing in mind factors such as students’ background, learning process, and instructional factors. The second components is the interpretation of the information and comparing it with some desired state of affairs, goals, or other information that you think is relevant to your decisions. And the third one is the decision-making process about instruction, students, textbooks, etc.

### 3. Definition of Textbook

The term coursebook and textbook are often used interchangeably in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country.

Nunan (2003: 226) said that textbooks as prepackaged published

books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or specific area such as hotel management. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide.

Richards (2001: 254) states that commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching.

#### **4. Textbook Evaluation**

In general, textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria. Cunningsworth (1995) argues that the judgment process will be based on the views and priorities of any parties conducting it. Further, Byrd in Celce-Murcia (2001) believes that this is categorized as a complex process performed in different ways. They vary from a teacher-own decision process, a centralized process, and a more decentralized approach.

With regards to the process of evaluating materials i.e. textbooks, Masuhara in Tomlinson (1998), lists kinds of textbooks evaluation. These include pre-use, whilst-use, and post-use evaluation. Pre-use evaluation is the initial step of textbook evaluation. Once after the textbook is published, a future judgment examining its potential aspect can be made. It is therefore said to be a prediction. This process is somewhat unreliable, impressionistic, and subjective, since the book has not been used for period of time. To overcome this problem, an objective criterion called criterion-referenced method should be used.

The second type of textbook evaluation called whilst-used evaluation deals with the judgment process of the textbook being used currently. This type of evaluation is not a prediction to the future used of textbook compared to that of the first evaluation. As a consequence, the result of this evaluation is more objective than the previous one. To do so, a criterion measuring observable aspect such as physical appearances, tasks, and coverage of four skills should be developed using the principle of criterion-referenced.

The third type is post-used evaluation to textbook. It refers to the process of making objective judgments after textbooks have been used for certain period of time. More importantly, this approach draws attention on effect towards the students. It can be in the issue addressed in its use as motivation, engagement and achievability. By so doing, the result of textbook evaluation can show the strength and weakness of the textbook use in certain period of time (Cunningsworth, 1995). Also, the result of evaluation can be used by wider parties related to its use including the government, teachers, publishers, and other educational policy makers.

#### **5. Textbook Evaluation Criteria**

In teaching learning process, Cunningsworth (1995), in Richards (2001) lists eight criteria in evaluating textbooks. The criteria suggested include: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, and 8) political considerations.

The instructional material is important used in the teaching and learning process to facilitate the acquisition of knowledge to take place. Therefore all planning materials to be used in learning process of teachers can systematically be arranged in accordance

with the standards of competence to be achieved by the students. Then, the purpose of teachers in the learning process will be easily achieved using planning materials that have adapted to the abilities of students.

### **Conceptual Framework**

Textbooks play an important role in educational system. As a part of instructional system, they continue to take part in any educational context both in and outside the classrooms. In the classroom context, textbook help teachers to implement their instructional system effectively. Due to the fact that textbooks are inseparable in the implementation of an instructional system, English teachers rely heavily on them. Moreover, it is sometimes found that textbooks become the only instructional materials in the classroom.

The contents of textbook can be varied and irrelevant to the teachers' own classroom as the classroom contexts are unique conditions making up different aspects. These facts necessitate teachers to conduct evaluation considering the importance of textbooks in teaching learning process. It is the process of making judgments of their appropriateness based on certain criteria.

Furthermore, the researcher asks the suggestion for to find out whether textbooks used by English have fulfilled the criteria of good textbooks and to reveal the suitability of the two textbooks of with the 2013 curriculum using of some theories by Cunningsworth.

In teaching learning process, According to Cunningsworth (1995) lists seven criteria in evaluating textbooks. The criteria suggested include: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' book and 8) political Consideration.

### **Methodology**

## **1. Type of Research**

This research was conducted using content analysis because the data that were collected came from the textbooks. According to Jack R Fraenkel and Norman E. Wallen (2009: 471), "Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications".

Content analysis is a method that has a wide applicability in educational research. Content analysis can be used to give researchers insights into problems or hypotheses that they can then test by more direct methods. To find out the aspects of textbooks which fulfill the criteria of good textbooks in terms of practical considerations, layout and design, activities, skills, language type, subject and content, conclusion, this study employs a document analysis.

## **2. Research Data and Object**

The subjects of the study were English textbooks for the eleventh grade Senior High School. The materials in the textbook are organized in a form of chapter in which the four skills of English such as Listening, Speaking, Reading, and Writing are integrated to be one thematic chapter.

The data of this study were all of the English learning material presented in those English textbooks. The textbook that is being analyzed contains of different chapters of each books.

## **3. Data Collecting Technique**

There were two techniques for collecting the data in thus research; document analysis and interview.

### **1) Document Analysis**

Document analysis is a technique for evaluating documents, both as printed and electronic material (Bowen, 2009). In this research, the researcher used documentation such as: syllabus, lesson plan, and script related to the evaluation textbooks. As stated by Lisa



(2008), Comprehensive and accurate documentation is essential for informed use of data.

## 2) Interview

The researcher also conducted interviews. An interview with some teachers about the three textbooks which having competences in the subject did to check the conformity from the data that have got by researcher and the teacher point of view. The interview was conducted in order to know how she and he teach using the each textbook. The researcher gathered the information from the English teacher about her and his teaching experiences, academics background, opinion about teaching English subject, teaching media, and so on. Besides, interviews with some students was also done to get some information about used the textbooks teacher in the class. The interview was recorded and coded to make easier to be analyzed.

## 4. Data Analysis Technique

The analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research question.

According to Mile and Huberman (2014) explain that the activity in the analysis of qualitative data is conducted continuously until it is complete, so that data saturation. Activity in data analysis is data reduction, data displays and conclusion and drawing/verification.

### a. Data Collection

The researcher collected the data through the techniques defined before. The data of this research were

taken through the observation and interviews, based on plan, do, and see activities.

### b. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The data reduction/transforming process continues after fieldwork, until a final report is completed.

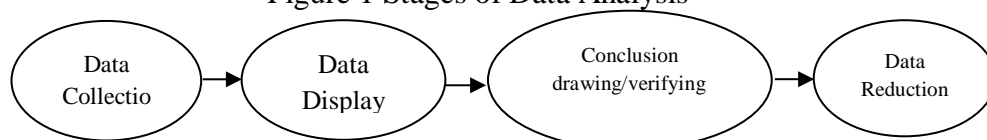
### c. Data Display

Data display, such as in the forms of matrices, graphs, charts, and networks, etc. helps the readers understand what is happening and to do something either analyze further or take action based on that understanding. Good displays can be a major way to strengthen qualitative analysis. All are designed to assemble organized information into immediately accessible and compact form so that the analysis can show what is happening and either drawing justified conclusions or more on the next step of analysis that the display suggests may be useful.

### d. Conclusion and Verification

In this step the meanings taken from the consideration of all that had been done previously (data condensation and data display) were seen whether they are confirmed. In the other words, after collecting, reducing and displaying the data, the researcher drew conclusion based on the results of the research. Based on the statement above, the stages of data analysis are shown in the following Figure 1.

Figure 1 Stages of Data Analysis



*Accepted: Miles and Huberman (2014)*

## Findings and Discussions

It presents the analysis and results of the data collection and their interpretations. The data presentation is outlined in two parts. The first part is the suitability of each textbook with the criteria of good textbook by Alan Cunningsworth and the other one is the suitability of the three textbooks with the 2013 curriculum.

### Findings

The researcher analyzed three kinds of textbooks in this research. Those books were chosen based on the curriculum used in those books and based on the familiarity with the teacher. The textbooks used by researcher are as follows:

No.	Criteria	Bahasa Inggris	Pathway To English
A.	Aims and approaches	Suitable	Suitable
a.	Do the aims of the course book correspond closely with the aims of the teaching program?	The aims of the <i>Bahasa Inggris</i> are based on KIs/KDs of teaching program. The relevance of KIs/KDs and the teaching program are showed from syllabus, lesson plan, and textbook. The materials of the textbook are intended for eleventh grade learners in high school. The materials are selected based on the needs of the students. In " <i>Bahasa Inggris</i> " comes as a result of the materials' compatibility with KIs/KDs, level of learning, learning processes and the textbook is comprehensive.	The aims of the <i>Pathway to English</i> are based on KIs/KDs of teaching program. The relevance of KIs/KDs and the teaching program are showed from syllabus, lesson plan, and textbook. The materials of the textbook are intended for eleventh grade learners in high school. The materials are selected based on the needs of the students. The materials' compatibility with KIs/KDs, students' needs and level of learning, and learning processes.
b.	Do the aims of the course book correspond closely with the aims of with the need of the learners?		
c.	Is the course book suited to the learning/teaching situation?		
d.	How comprehensive is the course book?		
e.	Does it cover most or all of what is needed?		
f.	Is it a good resource for students and teachers?		
g.	Is the course book flexible?		
h.	Does it allow different teaching and learning styles?	The materials are also declared suitable because they also fulfil the criteria of good materials for teachers and students. The textbook is flexible and are adequately customizable with various teaching and learning styles.	The materials are also declared suitable because they also fulfil the criteria of good materials for teachers and students. The textbook is flexible and are adequately customizable with various teaching and learning styles.

<p><b>B.</b> Design and organization</p> <p>a. What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?</p> <p>b. How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?</p> <p>c. How is the content sequenced (e.g., on the basis of complexity, "learn-ability", etc.)?</p> <p>d. Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?</p>	<p>Suitable</p> <p>The textbook are students' books, teachers' books, workbooks, cassettes. The content organized structures, functions, topics, and skills. The content sequenced on the basis of complexity, "learn-ability". The grading and progression is suitable for the learners.</p>	<p>Suitable</p> <p>The components make up the total course package are students' books, teachers' books, workbooks, cassettes. The content organized structures, functions, topics, and skills. The content sequenced on the basis of complexity, "learn-ability". The grading and progression is suitable for the learners.</p>
<p><b>C.</b> Language content</p> <p>a. Does the course book cover the main grammar items appropriate to each level, taking learner's needs into account?</p> <p>b. Is materials for vocabulary teaching adequate in term of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?</p> <p>c. Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?</p> <p>d. Does the course book deal with the structuring and conventions of language use above the sentence level, for example, how to take part in conversations, how to identify the main points in a reading passage?</p>	<p>Partly Suitable</p> <p>The textbook covers the main grammar items appropriate to each level and takes learners' need into account, but not complete. The materials for vocabulary teaching are adequate in terms of quantity and range of vocabulary. It doesn't the textbook include material for pronunciation work. The course book deal with the structuring and conventions of language use above the sentence level.</p>	<p>Partly Suitable</p> <p>The textbook cover the main grammar items appropriate to each level, taking learner's needs into account. The materials vocabulary teaching adequate in term of quantity and range of vocabulary, emphasis placed on vocabulary development. It doesn't the textbook include material for pronunciation work. In structuring and conventions about the materials explain for the students is appropriate. The materials in each chapter are same.</p>
<p><b>D.</b> Skills</p> <p>a. Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?</p>	<p>Partly Suitable</p> <p>The criteria of skill in <i>Bahasa Inggris</i> textbook are not adequately covered. The listening skill is less</p>	<p>Partly Suitable</p> <p>The skill in '<i>Pathway to English</i>' textbook is adequately covered. The fourth skills namely are</p>

	<p>b. Are there materials for integrated skills work?</p> <p>c. Are reading passages and associated activities suitable for your students' levels, interests, etc.? Is there sufficient reading material?</p> <p>d. Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?</p> <p>e. Are materials for spoken English (dialogues, role-plays, etc.) and well design to equip learners for real-life interactions?</p> <p>f. Are writing activities suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?</p>	<p>discussed then more covered in reading and writing skill. There are materials for integrated skills work. Reading passages and associated activities suitable for their students' levels, interests and there are sufficient of reading material. In listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension. The materials for spoken English dialogues, role-plays. In writing activities suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing paragraphing.</p>	<p>listening, writing, reading and speaking. Each chapter, after new chapter begin with brainstorming for expressions material, about explained the material. There are materials for integrated skills work. Reading passages and associated activities suitable for your students' levels, interests and there are sufficient of reading material. In listening material well not recorded the pronunciation. The materials for spoken English dialogues, role-plays and well design to equip learners for real-life interactions. The writing activities suitable in term of amount of guidance/control.</p>
<b>E.</b>	<b>Topic</b>	<b>Suitable</b>	<b>Partly Suitable</b>
	<p>a. Is there sufficient material of genuine interest to learners?</p> <p>b. Is there enough variety and range of topic?</p> <p>c. Will the topic help expand students' awareness and enrich their experience</p> <p>d. Are the topics sophisticated enough in content, yet within the learners' language level?</p> <p>e. Will your students be able to relate to the social and cultural contexts presented in the course book?</p>	<p>On <i>Bahasa Inggris</i> textbook enough varieties the topics to learners. It is enough variety and range of topic. There are some topics which can help expand students and enrich the material. They were both general such as suggestions and offers, opinions and thoughts, analytical exposition, and explanation text. Those topics are also beneficial for students' need. There are also contains a lot of concrete example from the real world such as the use authentic text in functional text. The language style is easy to understand with the students.</p>	<p>There are materials of genuine interest to learners. There are enough variety and range of topic. The topics which can help expand students and enrich the material. They were both general such as suggestions and recommendations, reservation and appointment, narrative text, and hortatory text. Those topics are also beneficial for students' need. The topics sophisticated enough in content, yet within the learners' language level. The materials in textbook are influenced by social and culture.</p>

			The language style is too higher.
<b>F.</b>	<b>Methodology</b>	<b>Partly Suitable</b>	<b>Partly Suitable</b>
	a. What approaches to language learning are taken by the course book?	In <i>Bahasa Inggris</i> used the Think Pair Share (TPS) approaches to language learning, but the teacher used role play. The students must be active involvement in each activity. Materials have different learning style in teaching learning process.	On textbook any some methodology for explain the materials.
	b. What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?	For example materials of expressions which practice used role play, after reading task which students should question and answer, actually used discussion, and write choose you topic according to materials.	The book provides a lot of opportunities for students to use English in communication and the students required composing dialogue based on the situation given.
	c. What techniques are used for presenting/ practicing new language items? Are they suitable for your learners?		All of the active learner involvement can be expected, because the students must be active involvement in each activity. Role-play techniques are used for presenting/ practicing new language items.
	d. How are the different skills taught?		
	e. How are communicative abilities developed?		
<b>G.</b>	<b>Teachers' books</b>	<b>Suitable</b>	<b>Suitable</b>
	a. Is there adequate guidance for the teachers who will be using the course book and its supporting materials?	The textbook have the teachers' book. There is adequate guidance for the teachers who will be using the course book and its supporting materials, the teachers' books are comprehensive and supportive, they adequately cover teaching techniques, language items such as grammar rules and culture-specific information.	On Pathway to English textbook have the teachers' book. There is adequate guidance for the teachers who will be using the course book and its supporting materials, the teachers' books are comprehensive and supportive, they adequately cover teaching techniques, language items such as grammar rules and culture-specific information.
	b. Are the teachers' books comprehensive and supportive?		
	c. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?		
<b>H.</b>	<b>Political Consideration</b>	<b>Suitable</b>	<b>Suitable</b>
	a. What does the whole package cost? Does this represent good value for money?	The textbook not traded but some people getting from Google. The textbook is strong and long-lasting. The cover is made of solid paper but still easy to be folded.	The textbook can used all of people, not only students and teachers at stay school. For listening materials, we get cassette from textbook. So, the
	b. Are the books strong and long lasting? Are they attractive in appearance?		
	c. Are they easy to obtain?		



The paper used for the teacher can easy for content of the book is white listening skill of students. paper. So, to obtain the The cover is made of solid textbook entitled '*Bahasa Inggris*' can easy to obtain folded. The paper used for and can be obtained at short the content of the book is notice. thickness white paper.

The textbook selling is in bookstore. For getting textbook entitled '*Pathway to English*' can easy to obtain and can be obtained at short notice.

## I. The suitability of the three textbooks of with 2013 curriculum

Based on data got from the conformity of the textbooks and 2013 curriculum using syllabus that any some which materials relevant and irrelevant with KI/KD.

### Conclusion

There are two research problems in this study. First, are the English textbooks fulfilled the criteria of good textbooks. Second, is the suitability of the two textbooks with the 2013 curriculum. Based on the research on evaluation of English textbooks, the researcher presented the conclusion of the research.

1. Do the English textbooks fulfill the criteria of good textbooks?

The researcher also conducted classroom observation and interviewed the English teachers. There were supported data such as syllabus, and lesson plan. The interview was used in this study to elicit the perspectives of the students SMA grade XI about *Bahasa Inggris*, and *Pathway to English* textbook. Based on the result obtained:

- a) *Bahasa Inggris* meets 5 criteria of good textbooks by Alan Cunningsworth, contain; aims and

approaches, design and organization, topic, teachers' book, and political consideration. But it fails to meet criteria language content, skills, and methodology.

- b) *Pathway to English* meets 4 criteria of good textbooks by Alan Cunningsworth, contain; aims and approaches, design and organization, teachers' book, and political consideration. But it fails to meet criteria language content, skills, topic and methodology.
2. How is the suitability of the three textbooks with the 2013 curriculum

Each English textbook, based on data got from the conformity of the textbooks and 2013 curriculum using syllabus, core competences and basic competences that any some which materials relevant and irrelevant with KI/KD. There are many materials is relevant with KI/KD, so the suitability of the three textbooks is relevant of 2013 curriculum. Although, each textbook do not published from Kemendikbud.

3. The strength and weakness of each English textbook
  - a) The strength of *Bahasa Inggris* textbook lies in its use of

communicative activities at the end of the scientific approach cycle. Its main weakness lies in its childish form of illustration which is too simple and uninteresting for teenagers.

- b) The strength of *Pathway to English* lies in its material and varied activity, focus on semi free activities and much materials of vocabulary and grammar item. Its main weakness lies listening skill there are some pronunciation of native speakers is unclear of pronunciation, so confused the learners. And then, the language style is too difficult.

#### A. Suggestion

Based on the results obtained from this research, the researcher suggested the following points:

1. For teachers
  - a. They have to teach the main grammar items which are appropriate to student's level, since it is not been presented in the textbooks.
  - b. They have to teach pronunciation, such as individual sounds, word stress, sentence stress and intonation.

- c. The book user should not use the book slavishly. They should use the book judiciously so that its maximum impact can be reached. They can add some supplementary materials if necessary.

#### 2. For the team of textbook writer

- a. They have to add an appropriate glossary at the end of the textbooks for the benefit of both students and instructor.
- b. Based on the finding of this research, the book writer of all three books should improve parts of the book which needs revising to follow the criteria of good coursebook developed by Cunningsworth and Tomlinson.

#### 3. For the government

The government should use the result of research like this to improve the quality of textbooks they publish. They should allow more private publishers to take part in the provision of textbook for secondary school. The result of this shows that the government book rank the last among the three books.

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